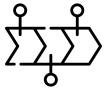
Knowledge Organiser Booklet Year 3

Spring 1

Name		Class	

Contents

Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.

This is your Art & Design Knowledge Organiser for Spring 1: Working with Shape & Colour

Art Themes

Shape

A form or outline of something.

We can make organic and geometric **shapes**.

We will explore how artists use **shapes** in their work.

Colour

The look that something has in the light. Colours can be primary, secondary or tertiary.

We can use **colours** to create an atmosphere e.g. blue can make us feel calm.

We will use vivid, bold **colours** to create our collages.

Tier 2

Explore

Examine closely and discover.

We can **explore** the artwork of different artists to discover new ideas.

We can **explore** the world around us.

Key Vocabulary

Collage

Sticking different elements e.g. cut-out paper shapes to form a composition.

We can create **collages** by cutting out shapes and sticking them down with glue.

In **collage,** we can 'draw with scissors' and create different arrangements.

Composition

Arrangement of different parts of an artwork - e.g. shapes, sizes, positions.

We will decide how to arrange our **compositions** before sticking down our collages..

A **composition** can be very simple or complicated with lots of elements.

Elements

The elements of art can include colour, form, line, shape, space and texture.

Our collages will contain a variety of visual **elements.**

Using different **elements** together allows us to be very creative.

Stencil

A stencil is a cut-out device that allows you to apply a design onto a surface.

We will cut out **stencil** shapes and use them with oil pastels over our collages.

By using a **stencil** we can repeat the exact shape multiple times.

How this connects with previous learning

In Year 1, you explored shape and colour in printmaking.

In Year 3, you made gestural drawings with coloured chalks.

In Year 3 you transformed our drawings into moving forms.

How this connects with future learning

In Year 5 you will design colourful, imaginative fashion designs.

In Year 6 you will create your own figurative work inspired by the artist Lubaina Himid.

In Year 6 you will explore space and form in relation to immersive, colourful art.

This is your Computing Knowledge Organiser for Spring 1: Sequencing Sounds

Tier 2 Vocabulary

pattern

The repeated or regular way in which something happens or is done

Patterns in **code** occur frequently and make computing easier to understand.

The process of making **patterns** helps **coders** decide how best to design their programs.

Natural **patterns**, like the changing seasons, help humans understand the world.

Key Vocabulary

algorithm

A precise set of ordered steps that can be followed by a human or a computer to achieve a task.

A set of steps in order to be followed by a computer.

You will create **algorithms** and then implement those **algorithms** as **code**.

code

The **commands** that a computer can run.

Computers can't understand everyday words like we can. We have to write the computer program using a computer language, or **code.**

You will know that objects in your project will respond exactly to the **code** you have given.

command

A single instruction that can be used in a program to control a computer.

A **command** is a specific order from a user to the computer's operating system or to an application to perform a service.

In Scratch, **commands** are represented as blocks.

debugging

The process of finding and correcting errors in a program.

Debugging is a very important part of writing a good **algorithm** or computer program.

You are going to design, write, and **debug** programs that accomplish specific goals.

sequence

The specific order in which instructions are performed in an algorithm.

In programming, statements are executed one after another. **Sequence** is the order in which the statements are executed.

This topic will help you understand **sequences** in a new programming language.

How this connects with previous learning

In Year 1 & 2, your learnt how to write **algorithms** to move a floor robot.

In Year 2, you learnt how to design and create your own program.

In Year 2, you used computers to create music.

How this connects with future learning

Later in Year 3, you will learn how to move a sprite in 4 different directions.

In Year 4, you will develop your learning by designing and **debugging** your own work.

In Year 5, you will construct programs using the Scratch programming environment.

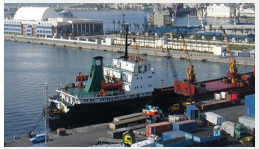
This is your Geography Knowledge Organiser for Spring 1: Settlements

Tier 2 vocabulary

describe

To write or tell about something.

In Year 2 you learnt how to **describe** the geographical features of Alexandria.



locate

The find the exact place or position of something.

In Year 2 you used a map to **locate** the physical features of the city of Alexandria.

We can **locate** Hackney on a map of London.

Key Vocabulary

settlement

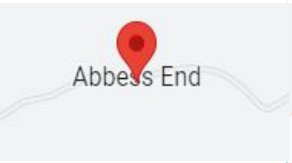
A place where humans have chosen to live.

Permanent **settlements** like London need access to a supply of water.

hamlet

A settlement with a small group of houses and no other buildings.

Abbess End is a small **hamlet** in Essex with a small group of houses, without a church.



village

A settlement with a small group of houses and some other buildings

High Roding, is a **village** in Essex with houses, a church and other buildings.

town

A settlement with lots of houses and other buildings

Epping, is a **town** in Essex it has a large church, many houses and amenities.

city

The largest type of settlement with lots of houses, buildings and sometimes a cathedral.

London is a **city** with cathedrals, many amenities and a population of around 9 million.

How this connects with previous learning

In 'Map It' you **located** Hackney on a map of the United Kingdom,

In Y2 Hackney and Alexandria you **located** both of these settlements on maps.

How this connects with future learning

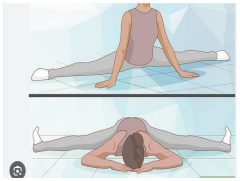
Later in Year 3 you will use a map to **locate** the official source of the River Thames.

In Year 3 you will describe how rivers create landforms and why rivers are important to people.

In Year 4 you will **describe** how tectonic plates are linked to earthquakes.

This is your Physical Education Knowledge Organiser for Spring 1: Gymnastics

Key Vocabulary

sequences	shapes	body management	flexibility	balances	explosive moves
A sequence is when two or more skills are performed together creating a different combination skill.	A shape is a body position or pose in gymnastics.	The ability to control physical movements and body position using different body parts.	The ability of a person to move their joint or a group of joints in a wide range of motion without dislocating them.	A static gymnastics or dance position, which holds the body in a distinct shape and is usually used on a beam.	A movement in which maximum or near maximum rates of force are achieved.
A **sequence** can include a start position, two balances and a jump.	My sequence included two **shapes**, a star **shape** and a tuck **shape.**	**Body management** is used to hold positions when making shapes and balances.	**Flexibility** is used to do a range of motions in gymnastics, without it gymnast will be unable to do certain skills.	**Balance** is used to **balance** on beams, the floor and people in gymnastics. It helps us hold our position.	**Explosive moves** are used when jumping in gymnastics.
					

How this connects with previous learning

In year 1 you learned how to link similar actions.

In year 2 we learned how to control our bodies and other equipment.

How this connects with future learning

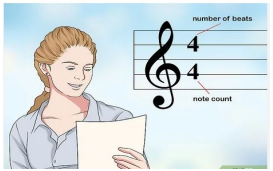
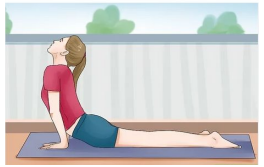
In year 4 we will develop an increased range of body actions.

In year 5 we will be performing more complex shapes and balances with consistency.

In year 6 we will experience flight on and off high apparatus.

This is your Physical Education Knowledge Organiser for Spring 1: Dance

Key Vocabulary

rhythm	dance	mood	improvise	rehearse	stretch
A rhythm is a regular series of sounds or movements.	Rhythmically moving to music following a set sequence of steps.	The emotional atmosphere or ambiance that is created through movement, music and lighting in a dance performance.	The process of creating movement without planning any steps beforehand.	To practise a dance in preparation for a performance.	Moving your body to the limits of your range of motion from one stretch to another without stopping.
The dancer showed good **rhythm** in their performance	**Dance** is a way for people to express themselves.	The **mood** was upbeat during the dancers performance due to flashing lights and bright costumes.	The dancer forgot his routine so he had to **improvise.**	The dance school are **rehearsing** for their performance.	You have to **stretch** before you dance to avoid injury.
					

How this connects with previous learning

In year 1 we introduced turn, twist spin and rock.

In year 2 we learned to attempt rhythm while performing a sequence.

How this connects with future learning

In year 4 we are going to learn to perform in time with a partner and group.

In year 5 we will learn to remember and repeat longer sequences with more difficult actions.

In year 6 we will learn to suggest plan and lead warm ups.

This is your Religious Education Knowledge Organiser for Spring I: Beliefs about God

Tier 2 Vocabulary

Key Vocabulary

enquiry

The process of seeking information.

In Year 2, you made **enquiries** into religious stories of different faiths and discussed their meaning.

In Year 3 you will **enquire** into what people believe about prayer and how they pray.

In this unit you will be asked to make **enquiries** into the ways in which Christians, Hindus and Muslims describe God.

metaphor

A **metaphor** compares something directly to something else to create an image.

There are lots of **metaphors** in religious stories. They help the reader to understand the message or meaning of a story.

Metaphors are often used in religious texts to teach believers how to live their lives.

religious artefacts

Objects that can have religious significance .

Religious traditions often use **artefacts** in worship, festivals, and import at events. They can also be used as daily reminders of a person's faith and beliefs.

Religious artefacts can be found in places of worship and in people's homes.

Arabic

The language of the Arabs, spoken in a variety of dialects.

The **Arabic** alphabet was originally developed for writing the Arabic language and is used in islam.

Arabic is the native language of about 75 million people throughout the world.

murtis

A **murtis** is a humanised image or statue of a Hindu deity.

Murtis are the colourful figures and pictures of the deities found at Hindu shrines and temples.

These figures usually form the focus for prayer, as they are believed to be filled with spirit of the god they represent.

atheist

Atheism is the absence of belief in any Gods or spiritual beings.

Atheists believe that human beings can live without the aid of Gods or scriptures.

Atheists often believe in the same ideas like kindness, love and equality as religious people, but they decide what is good or bad without any help from the idea of God.

How this connects with previous learning

In Year 1 you developed an awareness that some people regularly worship God in different ways and in different places.

In Year 2 you learnt some of the ways in which Christians, Muslims and Jewish people treat their sacred books.

How this connects with future learning

In Year 4 you will describe what happens in Christian, Sikh, Jewish & Hindu ceremonies of commitment discussing what these mean.

In Year 5 you will explore the rules of living across and between religions and suggest ways in which they might help believers with difficult decisions.

In Year 6 you will compare the similarities and differences between religions.

This is your Science Knowledge Organiser for Spring I: Rocks

Scientific Enquiry

identifying & classifying

Classifying means grouping things together if they have something in common. We will observe and **classify** rocks and soils in different ways.

comparative & fair testing

Comparative testing means testing objects to rank them. We will design tests to investigate different properties of rocks. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will design a fair test to investigate the water retention of different soils.

researching

We will **research** using secondary sources to find out about how fossils are made and the work of Mary Anning.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Taking measurements
Gathering and **recording** results
Presenting results
Interpreting results
Concluding (drawing conclusions)
Predicting
Evaluating an enquiry

Subject Specific Vocabulary

rock

Rock is a naturally occurring material. Some examples of **rock** are: sandstone, limestone marble, granite, chalk and slate.
Types of **rock** have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders).

soil

Soil is made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the **soil**.

Examples of different **soils** are: clay, loam, sand and silt. These all have different properties.

fossil

Some rocks contain **fossils.** These are the remains or traces of plants and animals that lived a long time ago. **Fossils** were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter was replaced by minerals from the water.
Fossils help scientists understand what life was like millions of years ago.

marble

Marble is rock that develops from limestone. **Marble** lasts for a long time and does not allow much water in. These properties mean that marble is often used for building, statues and decoration.

chalk

Chalk is a soft, whitish rock. It is a type of limestone made from animal shells. It takes many years to form.

sandstone

Sandstone forms when grains of sand are compacted together over time. **Sandstone** can be hard or soft and is used for buildings and making glass.

granite

Granite is a hard, strong rock that can last without wearing for a long time. These properties mean that **granite** is often used for floors, paving stones and work surfaces.

Things you learnt in previous topics

In Year 1, you distinguished between an object and the material from which it is made. You identified and named a variety of everyday materials. You described the simple physical properties of a variety of everyday materials. You compared and grouped together a variety of everyday materials. In Year 2, you compared the suitability of a variety of everyday materials for different purposes.

How this connects with future learning

In Year 6, you will recognise that living things have changed over time and that fossils provide information about living things that are now dead.
In Secondary School, you will learn about the composition and structure of the Earth. You will learn about the rock cycle and the formation of igneous, sedimentary and metamorphic rocks.

This is your Spanish Knowledge Organiser for Spring 1.

Mi cara
My face

	pelo
	ojo
	diente
	* nariz *
	boca
	oreja
	cabeza

Learning intentions

- ❑ To identify body parts in Spanish.
- ❑ To identify face parts in Spanish.
- ❑ To know how to make the plural.
- ❑ To describe my body.
- ❑ To describe someone else's body.
- ❑ To review the parts of the body and the sentence structure.

Tengo los ojos...

 azules	 verdes	 marrones	 negros

Tengo el pelo...

 rubio	 pelirrojo	 marrón	 negro


corto

VS

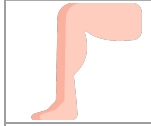

largo

tengo → I have

tiene → He/She/It has

Tengo dos ojos.	I have two eyes.
Tengo una nariz.	I have a nose.
Tengo cinco dedos.	I have five fingers.
Tengo el pelo rubio.	I have blond hair.
Tengo el pelo marrón.	I have brown hair.
Tengo los ojos verdes.	I have green eyes
María tiene el pelo largo.	Maria has long hair.

Mi cuero
My body

	hombro
	brazo
	dedo
	mano
	pie
	pierna
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At New Wave Federation, we demonstrate...

new wave federation

- Collaboration
- Creativity
- Focus
- Kindness
- Responsibility